Study of Monitoring of a Teacher's Professional Competencies in the context of Changing the Education Paradigm.

A

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Research Supervisor:

Dr. Mamata Sharma
Professor, Department Of Education,
YBN Unversity,Rajaulatu,Namkum,Ranchi.

Research Scholar:

Gopal Senapati
Enrollment No- YBNU2000157
Department Of Education.

DECLARATION

I hereby declare that the synopsis entitled **"Study of Monitoring of a Teacher's Professional Competencies in the context of Changing the Education Paradigm."** to be submitted for the Degree of Doctor of Philosophy is my original work and synopsis has not formed the basis for any degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to another University or Institution for the award of any degree or diploma.

Place:Mysora

Date:

StudentName- Gopal Senapati

Enrollment No- YBNU2000157

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Topic: Study of monitoring of a teacher's professional competencies in the context of changing the education paradigm.

1. Introduction

The purpose of schooling is to foster originality and creativity. In a world where change is the hallmark of not only scientific and technological advancement but also of the everyday lives of the masses, education institutions have shifted their focus from simply passing on the accumulated wisdom of previous generations to preparing students to tackle problems that neither they nor society have ever faced before. Learning to study is incorporating study time into one's regular routine. The importance of the idea of "educational and informational competence" within the larger framework of non-sequential education is highlighted here. In order to foster this skill, it is necessary to adopt new methods that will come to characterise the learning and thinking processes of students in training.

The shift from a focus on instruction to one on development is an example of a paradigm shift in education. Prior to the current paradigm shift, learning and teaching were prioritised. The criteria for shifting this paradigm are as follows: instruction that is more focused on the learner, a shift in the role of the instructor, a sharper focus on the end objective, a shift in emphasis from potential to outcome, and a new approach to training. Focusing on the individual learner necessitates reorienting educational priorities away from lecturing (the traditional function of instructors in the "delivery" of information) and toward hands-on instruction (vigorous educational activity of the student).

The new educational paradigm promotes the practise of giving students more time to work independently and practically, allowing them to be more engaged in class discussions, learn from their peers in seminars and labs, and pick up new skills in the field of design. The ability to observe, categorise, utilise symbols, make the appropriate decision, define, and measure are all skills that may be honed by exposure to creative activity. The ability to identify an issue, articulate its significance, explain its causes, outline potential solutions, conduct experimental inspections, model, analyse, and choose the best option will all improve with experience. In tandem, your capacity to work with people, design and execute an experiment, make reasonable findings, and accurately predict the outcomes of your efforts will grow as you hone your communication skills.

1.1 Changing paradigm of teaching

The traditional model of education involves the transmission of information from the instructor to the student. In this setting, a teacher must have total, necessary, and adequate knowledge of the subject matter. Teachers traditionally lecture to their pupils as they sit quietly and take notes. The pupils are reticent to speak out and fiercely competitive with one another.

The new paradigm for education is grounded on theory and research with direct implications for the classroom. Knowledge is produced, found, changed, and expanded by student agency under the new paradigm of education. Education is a personal exchange between students and between students and teachers as they work together to build students' skills and abilities. To wit: (Johnson, Johnson, &Holubec, 1998).

1.2 Comparisons of old and new paradigms of teaching

Comparisons of old and new paradigms of teaching		
Factor	**Old paradigm of teaching**	**New paradigm of teaching**
Knowledge	Transferred from faculty to students	Jointly constructed by students and faculty
Students	Passive vessel to be filled by faculty's knowledge	Active constructor, discoverer, transformer of own knowledge
Faculty purpose	Classify and sort students	Develop students' competencies and talents
Relationships	Impersonal relationships among students and between faculty and students	Personal transactions among students and between faculty and students
Context	Competitive/individualistic	Cooperative learning in classroom and cooperative teams among faculty
Assumption	Any expert can teach	Teaching is complex and requires considerable training

The old paradigm of teaching

- ✓ The process of passing on one's knowledge from instructor to pupil.
- ✓ Providing information to vessels that are otherwise empty and inactive.
- ✓ Pupils are classified by determining who will get which grade and then arranging students into the appropriate groups.
- ✓ Carrying out educational activities within a framework that encourages the development of impersonal connections both among students and between instructors and students.
- ✓ Keeping an organisational structure that is competitive at all times.
- ✓ The presumption that anybody who is knowledgeable in their area may act as a teacher even if they haven't had any formal education in education.

The new paradigm of teaching

- ✓ Students are responsible for the construction, discovery, transformation, and extension of knowledge.
- ✓ Students are responsible for the active construction of their own knowledge.
- ✓ The efforts of the teachers are directed on the enhancement of the pupils' capabilities and abilities.
- ✓ Education is a human exchange that occurs between students as well as between students and instructors as a result of their collaborative efforts.
- ✓ All of the aforementioned activities are unable to take place outside of a cooperative setting.
- ✓ It is generally accepted that teaching involves the intricate application of theory and research.
- ✓ That calls for a significant amount of professional development for educators as well as ongoing skill and procedural improvement (Johnson, Johnson, &Holubec, 1998).

1.3 Teacher's Principles

Learners are the primary focus of their efforts to educate, teach, lead, direct, train, assess, and evaluate. All levels of Indonesia's official education system may benefit from this assignment. Furthermore, the educator serves as a model for the pupils. Teacher is regarded whole because it is a model of perfection. The rule assigns several significant responsibilities to educators. The school's teachers are the primary instructors. Teachers should be available to help students with whatever concerns they may be having, whether academic or personal. Scientists who create new information and share it with their pupils are teachers. Professors are examples of upstanding citizens who should be emulated. The role of a teacher is that of a communicator, spreading worthwhile ideas and information to students. Because she is there to provide students with future-oriented and skill-building information, a teacher is a reformer. Educators, or teachers, are those responsible for leading classroom activities.

2. Literature review

Ulianova et al. (2022),This article's goal is to provide a philosophical examination of how education has changed and what role it plays in shaping postmodern worldviews. A decentralised pedagogical process, which allows for the coexistence of various autonomous "centres," paradigms, methods, approaches, etc., which compete with and complement each other and among which there is no dominant one, is constructed as a result of education's role as a respectable social institution reflecting the processes of changing the classical scientific paradigm in the modern world. When these factors come into play, the educational process functions as an open, temporal, indeterministic, pluralistic, emergent entity, creates an "environment of a free position" in which something is always disappearing and then appearing, and is very responsive to subtle changes. Public, state, and global postmodern socio-cultural processes and their reflection in the arena of postmodern society should all be taken into account in any philosophical study of education. New philosophical and ideological requirements are required at this point of schooling.

Oducado& Soriano (2021), The purpose of this research was to compare the perceptions of e-learning among nursing students at two different Philippine institutions. The 111 participants in this research came from both public and private institutions of nursing education. The Mann-Whitney U test and the Kruskal-Wallis H test were used to analyse the data that was acquired via an online survey platform. The majority of nursing students had an intermediate level of computer proficiency (74.8%), and they had a relatively consistent

internet connection (66.7%), according to the data. The majority of respondents were either unfavourable (40.5% negative) or neutral (30.6% neutral) towards online education. The majority of nursing students (75.66%) agree that e-learning reduces the amount of one-on-one time between teachers and their students. No significant variations ($p > .05$) were found in e-learning attitude by school type, gender, computer ownership, computer proficiency, degree of internet use, or connection stability. Student attitudes about e-learning tend to be more positive among those who have reliable internet connections, albeit this difference is not statistically significant. Nursing students' feelings on e-learning seem to be mixed in the wake of the recent COVID-19 epidemic. Effective learning must never be compromised amidst the health crisis;thus, nursing schools must correct the negative attitudes of students regarding e-learning and take efforts to enhance students' experiences in the virtual learning environment. Due to the unexpected appearance of COVID-19, online education has become more popular. Different assumptions arise as a result of online education's replacement of conventional teaching methods, and they must be investigated.

Jurs et al. (2021),The article's focus is on tracing the 20th-century shift in Latvian educational philosophy. The study's approach consists of:

a) by looking at the impact of education in Latvia throughout the 20th century in a global historical context via the lens of historical sources;
b) based on teacher surveys, which will help educators reflect on the 20th century—the era in which many educators received their own formal education. In addition, survey takers will be able to pinpoint the shifts in educational ideals that they find most significant.

Even though the wave of authoritarianism and totalitarianism in Europe did not foretell the fate of thousands, the era of dictators was replaced by democratic public administration, humanity experienced a rapid boom in science technologies, gradually raised awareness of human rights, and rapidly increased the population of the planet. Humanity seeks solutions to existentialism's philosophical challenges with its tangible difficulties. In the twentieth century, education rose in importance both individually and nationally. A competent and educated populace is an asset to any nation's economic, cultural, and scientific development, and access to high-quality education is a necessary condition for human flourishing and advancement.

Saha et al. (2021),In this study, they look at the difficulties encountered by students and institutions of higher education in India, and they speculate on the long-term effects of this epidemic on the field of education. With the advancement of civilization, humanity has made great strides in the field of education. They have come a long way, baby, from the 'Pathsala' and 'Gurukul' system to the state-of-the-art of online teaching and learning. However, with the introduction of Novel Corona Virus (COVID-19), this edifice of learning that has stood for millennia has been put through an autopsy. They learned from this that they were unprepared for the sudden need to switch from the tried-and-true chalk-and-talk way of teaching to the more modern, hybrid approach of using an online learning management system for instruction. Everyone, from the most prestigious universities to community colleges and high schools in rural areas, has had difficulty to some degree, and there is a tremendous amount of corrective work that has to be done on the ground level to overcome the obstacles. There is a laundry list of things that need to be done to improve educational institutions, including equipping them with the necessary infrastructure, training instructors, creating engaging curriculum, and fostering productive partnerships.

Pan (2020),The neoliberal paradigm has dominated worldwide HE since the late 1990s, and this paper intends to give a contemporary study and reflection on the influence of COVID-19 on this venerable paradigm. Using conceptual mapping as an analytical technique, this research delves into and analyses the worldwide news updates that give a contemporaneous (i.e., early 2020) record of the rapidly developing epidemic. It reveals four sets of contrasting trends at Western universities during the pandemic outbreak: higher education as cross-border services versus border control; the state's shrinking public funding versus universities under financial threat; increased reliance on foreign students' tuition fee versus decreased international enrolment; and the user-pays philosophy versus the rising force of user says.

Prestridge(2019),This research backs up a level to examine the causes of users' preferences in social media. The results outline a classification system for different kinds of thinking along two axes: the individual and the social world. According to these tenets, there are four types of online activity among educators: information consumer, information networker, self-seeking contributor, and vacationist. Important implications for how we conceptualise successful professional development and how we think about the role of social media in teacher professional learning are discussed, as is a new paradigm for professional development. Due to the availability and convenience of the internet, educators are

increasingly using social media to network with one another, exchange classroom strategies, and develop their own professional skills. Studies of educators' use of social media have shown a recent uptick, having lagged for around five years before picking back up again. A superficial comprehension of teachers' use of social media for professional development is provided by the knowledge that they are networking or gathering materials, but this tells us nothing about the underlying motivations for these activities.

Busch et al. (2019),They as anacademician who have decided to concentrate the study on climate change in education, provide our thoughts on the pieces in this collection in this commentary. They begin with declarations of positionality since, undoubtedly, their personal experiences and philosophical perspectives impact the work and comments presented here. After that, they provide a taxonomy of studies on teaching about climate change, categorising them according to a scheme derived from several research paradigms that centre on different aspects of research technique and epistemology. Finally, they offer directions for further study based on ideas given in the included research papers and the presented typology.

Puustinen et al. (2018),This article exploredto teacher education in Finland from the prospective teacher's point of view. Two basic ideas, the Teacher as a Researcher and the Personal Practical Theory, define the goals of teacher education in Finland. By using cluster analysis, the responses were broken up into five distinct groups, each of which was given a brief summary in text form. In addition to quantitative information, the summary also included qualitative findings. Their research shows that prospective teachers have trouble grasping and respond differently to the core ideas of the Teacher as a Researcher and the Personal Practice Theory. Candidates for subject teaching positions from different academic cultures in particular may see these notions as empty educational jargon. They also contend that it is not uncommon for education majors to struggle with making practical applications of what they learn in the classroom. These findings cast doubt on the widespread assertion that Finland's teacher education system has successfully addressed the difficult tension between theory and practise.

Zhao (2018),Incorrect assumptions about the nature of future education have led to misdirected attempts to increase teacher quality in the present. They are based on an educational model that was successful during the Industrial Era but is now irrelevant because of rapid technological advancements. To better prepare our students for the future, they must transform the education paradigm, which calls for a new breed of educators with talents

beyond those often associated with the classroom teacher's toolkit. This piece provides an overview of the reasons why a paradigm change is necessary, as well as a framework for a new approach to education. It also hints at some of the new skills educators will need to thrive in the new pedagogical era.

Kalman (2018),proposed higher education What influences the European Union's institutional policy and practise of lifelong learning at the structural and systemic levels. In the 21st century, knowledge creation and innovation are crucial to the expansion of the economy. In order to tackle new difficulties, higher education is redefining its function along new conceptual and operational norms. Taking on social responsibility, boosting quality, increasing performance, and offering "best value" are all pillars of the organisation and will continue to be so.

Avidov-Ungar(2016),The purpose of this study is to assess how educators value and participate in professional development. Forty-three Israeli school instructors took part in the research. To learn how instructors feel about their professional growth, conducted semi-structured interviews. Two categories, professional development motivation (intrinsic/extrinsic) and forms of ambitions (lateral/vertical), emerged from the qualitative investigation of teachers' accounts of their professional growth. Four "professional growth patterns" were determined by using these criteria. This classification has the potential to become a useful resource for school administrators in assessing teachers' individual paths to advancement in the field. As a result, tailor-made professional development programmes and incentives might be created for instructors by classifying the teaching staff according to individuals' professional ambitions.

Goodwin& Webb(2014),This research was conducted to help inform the teacher assessment instrument that will be used during the 2014-2015 school year by contrasting the teachers' current pedagogical stances with the constructivist stance on education that forms the basis of the instrument. The researchers in this qualitative study used the Content Analysis technique to glean information on the features of the constructivist pedagogical paradigm from the free-form comments made by teachers in response to questions about the methodology they used in the classroom. Based on their comments, it's clear that most educators do not subscribe to a constructivist view of classroom instruction. In addition to influencing how a person acts in certain situations, a person's paradigm may also get in the way of him or her "seeing" circumstances that don't fit that paradigm. It may be necessary for education organisations to

address the potential divide between the constructivist paradigm and the real teaching and learning paradigm of instructors if teachers being assessed using a constructivist-based system do not share the constructivist perspective of teaching and learning.

3. Methodology

Changing educational paradigms is a hallmark of the contemporary learning process. What bonds scientists together is their shared adherence to a set of fundamental assumptions and modes of thought known as a paradigm. Because of this, we may define a paradigm in education as a framework of central provisions and concepts that are widely accepted by the pedagogical public at a given moment and serve as the bedrock of scholarly inquiry. As humans develop more sophisticated means of interacting with their environment, new paradigms in education emerge (Bondarevskaya&Kulnevich, 2004). Different worldviews and teaching tools are accommodated by various paradigms. In each historical epoch, the central goal of education shifted in accordance with the prevailing set of values held by the global society, as well as the prevailing understanding of the rules by which the individual's character is shaped via educational experiences. It established the core of a certain educational paradigm by dictating the course of study, the structure of classes, the roles of instructors and students, and the culture of educational institutions.

Differences in educational philosophies include:

1) The objectives of education;

2) Strategies for achieving those goals;

3) Knowledge of the roles that education must play in society;

4) A conception of the role of the trainee in the educational process;

5) The character of pedagogical interaction.

As a consequence, there was a "blurring" of the original meaning, and in many studies, the term "paradigm" referred to novel approaches to training rather than just to novel training techniques. As a result of this "blurring," many other educational paradigms have been developed, including the technocratic, behavioristic, cultural, rationalist, etc. Nonetheless, we believe that any of these educational frameworks may be integrated into the current paradigm.

3.1 Sampling Technique

Using a random stratified sample helps eliminate bias and boosts variation, both of which are necessary for drawing more accurate conclusions. To account for as much variation in perspective as possible, this is built on a geographical foundation.

3.2 Sample Size

Primary research entails sending out questionnaires through email to a sufficient sample of educators. The research has to be strong and inferential, thus it should look at existing credential research articles and certain internet data archives.

3.3 Tools and Techniques

The data collected will be analysed using the relevant statistical methods. The teacher responses will be investigated through the professional competency test scale in contest of educational paradigm. Standardized testing is performed using the SPSS statistical programme for the social sciences.

4. Statement of Problems

The need for up-to-date information and the availability of trained personnel to manage the increased output have been highlighted as obstacles. From this time until about the middle of the twentieth century, education's primary focus was on equipping students with the information, skills, and talents they would need in their careers.

The best resources on didactics were preserved, and some very engaging methods of instruction were created, within the framework of the classical educational paradigm, which emphasised explanatory and illustrated instruction. For the sake of maintaining the early industrial production labour organisation, all individuals, even maintenance workers, needed to have an education, primarily as performers.

The post-industrial society's emphasis on individualism, self-improvement, and the abundance of chances for creative expression have prompted calls for a shift away from the traditional, classroom-based model of education. The concept that imparting information is not education's only purpose has gained traction in contemporary culture. Knowledge was often thought to refer to scientific principles within the framework of a traditional educational paradigm. Many pedagogical approaches focused only on the student's attainment of a predetermined level of knowledge rather than on the student's growth as an educational subject.

They define expert status as:

- the ability to assess, do, or solve a problem because of a certain level of competence, skills, or life experience;

- A person's "capital," which is comprised of their knowledge, skills, and abilities, and which allows them to engage with the outside world effectively in some way;

- One's own sense of pride in one's chosen job and drive to do that profession's work well;

- Sufficient formal education for solving new cognitive challenges and articulating one's own values and goals independently;

- Highest degree of preparedness; Compliance with qualifying requirements and defined criteria in certain sectors of professional activity;

- Psychosocial well-being, which includes both the capacity for active participation in one's job and an innate sense of confidence;
- Expertise in a certain field; seriousness about one's work.

5. Instruments for Conducting Data Analysis

The descriptive statistics that which provide data in a style that makes it easier to understand and deal with the information include tables and cross tabulation. Descriptive statistics displays are another name for descriptive tools. Cross tables have been employed so that the respondents may be categorised based on the demographic data that they have access to. A descriptive table on the study's variables is also included; it includes information on the means, standard deviations, and other data. In order to investigate the hypotheses about the correlations that exist between the study variables, the researcher has also used inferential techniques in addition to descriptive methods. A range of techniques were used to examine the links between the research variables as well as the demographic traits of the study participants.

5.1 Tools and Techniques

The data collected will be analysed using the relevant statistical methods. The teacher response will be investigated through the customized questionnaire of professional

competencies. Standardized testing is performed using the statistical software for the social sciences (SPSS).

The following methods and instruments have been utilised:

- ✓ Correlation analysis
- ✓ Regression analysis (Multiple Regression & Stepwise-Regression)
- ✓ CFA and SEM Analysis

6. Objective

Aim: Study of monitoring of a teacher's professional competencies in the context of changing the education paradigm.

a) To study of teacher's professional competencies in the context of changing the education paradigm.
b) To explore the factors which affect the teacher's professional competencies.
c) To explore the most inflecting monitoring method for teacher's professional competencies in the context of changing the education paradigm.

7. Hypothesis

H10: There is no any significant difference in between male and female professional teacher's competencies in the context of changing the education paradigm.

H20: There is no any significant difference in between private and public professional teacher's competencies in the context of changing the education paradigm.

H30: There is no any significant difference in among difference age group of professional teacher's competencies in the context of changing the education paradigm.

6. Scope and Delimitations of the study

The study is presented the monitoring of a teacher's professional competencies in the context of changing the education paradigm. It is delimited to the monitoringmethodsin professional competencies in changing the education paradigm. The study is confined to various factors which comprises the professional competencies variables.

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